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ANNALS OF EDUCATION.

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REGULAR AND IRREGULAR EDUCATION.

CERTAIN facts which have recently come to the knowledge of the writer have led to the following thoughts. Regular collegiate education is no guarantee of success in the business of life. There must be an original fitness of mind for the chosen employment, or else a great change is needed in the usual college course to adapt men to secure success even in the learned professions.

Success is not the universal attendant of liberal education; indeed, it is questionable whether success in any given employment is as general in this country among regularly educated men as among those on whom our colleges and universities have never smiled, and who, though little favored by wealth, have yet been enabled, in our common schools and academies, to lay a respectable foundation for usefulness, and, following the native bent of their minds in the selection of a profession, have, in the love of their calling, gone upward and onward to posts of distinction. Let us not be misunderstood. It would be unjust to argue from this, that our colleges are useless, or that they are not doing a great and blessed work; for there can be no reasonable doubt that

they are doing much towards the intellectual elevation of the entire community, including even those whose circumstances or inclinations deprive them of a liberal education. Then, too, it must be seen that while the college can not ~~make a great man~~ of the lazy drone or "predestined fool" dragged by the might of money and family influence through its halls on a "pony," it can give solidity, consistency and completeness to the mind of a Webster or a Sumner, making them polished intellectual giants even among great men. Without regular, systematic culture, Webster would have been a power. His mind, like thousands, could not remain idle. It absorbed knowledge from all, and thus would have gained power; but the power thus accumulated might have been rude and of limited reach. When compared with the compact and rounded and easily directed energy of regularly disciplined mind, it is like the clumsy power of the ancient battering-ram contrasted with the ready, far-reaching, resistless power of the famous Armstrong gun. Regular culture, whether in college or school, or, since it is not confined to either, in the appliances of the self-educator, enables a man to collect and multiply and economize his resources. It serves him an advantage not unlike that of regular discipline on the soldier. Brave men may fight with success even with little scientific training and with rude weapons, but let the same men be drilled and practiced in the use of good weapons, till their movements and duties, at first full of careful thought and wearying volition, become crystalized into habits, and they are all but resistless. Each onset combines the accumulated energy of years of patient and tireless drill, and even the requisite mechanical movements are ten-fold efficient, because science has given new contractibility to every muscle, and habit added the grace of efficiency to every movement.

If disciplined men do not or can not fight well it is not because they are disciplined; they were cowards at the outset, or there is nothing of the soldier in them, or the kind of discipline is not in all respects the best adapted to their condition. Discipline they need, and, to make the most of them,

discipline they must have. If not now of the right kind, thought, judgment and experience must change it and make it right.

If the trouble be in native cowardice or poltroonery, heaven help the cause depending on their arms. The same principles hold in matters of intellect. If men who have gone through the college or Normal school are unsuccessful or inefficient, the wanting element is not to be sought primarily in these institutions. College and Normal school may need the infusion of new life, and a more fresh and practical system of instruction and training, but at their worst estate, they will give breadth and substance to the minds they manipulate. We need not set off by charging failures over to them. When we see unsuccessful lawyers, physicians and teachers—to say nothing of preachers who are supposed to need a special and divine qualification for their functions, we may naturally inquire for the cause, that it may be removed to the fullest practical extent.

What proportion of the incumbents of these professions are successful? What proportion unsuccessful? Who can answer the question with an approach to accuracy? We shall not attempt it. All will admit the number of failures to be very great. If you recall the names of those within your acquaintance who have launched out in one or another of these professions, and inquire into their history, you will find a large proportion have "gone under." Many of them were unfortunately determined to a wrong profession, and failing of eminent success, dragged along in miserable mediocrity, or fled their calling for one for which they were not educated, only to make another disgraceful failure; many more pursued intellectual development and professional distinction to the lamentable neglect of their physical or moral constitutions, and lived only long enough to demonstrate that with a due regard to health and moral obligation, they might not so signally have failed.

Others sought, by parental counsel, an education and professional life on account of their practical inefficiency in the multiplied duties of the farm or shop, as if governed by logic like that of the hunter in the story, who recommended

his dog to be excellent for hunting raccoons, because he had tried him for everything else and found him good for nothing, and an all-wise Creator made nothing in vain. With no capacity for any high intellectual effort, though they might have done well in doing nothing, they too went down.

There were some good blacksmiths, farmers and mechanics who were spoiled to these trades, to small profit, because a competence in the family, earned by honest toil, enabled the son to go to college that he might become a lawyer or a doctor, and so reach a position to which his pride aspired rather than his intellect. All honor to the few who, by toilsome march of mind that asked no rest and denied all low indulgences, sought and attained posts of influence, usefulness or distinction in the learned professions. When will youth highly enough estimate the value of self-denying and self-devoted effort, whether in college or out? It is this that ennobles the mind and lifts it into eminence. With this, education is possible and success certain. Without it, success is uncertain, and seemingly fortuitous, if ever attained.

There is in one congressional district in Connecticut, a large number of *regularly educated* lawyers who have enjoyed all the advantages by them attainable, in a collegiate course of education, and about an equal number who have had no special advantages beyond the common school, and, in a few instances, the academy, yet the line dividing the successful from the unsuccessful, runs almost exactly upon that which separates the regularly educated from the irregularly educated, and strange as it should seem, the liberally educated are not found on the successful side of the line. To this general fact there is but one exception, and he is a man whose industry and earnestness would secure him success with or without the smiles of an *alma mater*.

Many of these members of the bar are men of refinement and of gentlemanly bearing, but with all their training, in which there has, evidently, been too little of self-education and self-help, they are not trusted in cases that demand vigorous, vital talent like many of those who have "picked up"

their education, and by self-denying struggles have acquired practical power with both judge and jury.

Success may not be predicated upon a liberal education, yet if you "may have it, choose it rather." It may not be easy to determine the causes that conspire to secure success or failure in a given case. Equal merit may not receive equal reward. Indeed, the most exalted merit may require a higher degree of general intelligence and virtue to estimate it fairly. Ignorance and baseness so abound in many communities that quacks and pretenders whose best metal is brass, and who are as hollow and tonguey as a bell, are yet honored, (if honor it may be called,) with the most clamorous and wide-spread fame. Let the regularly educated have the benefit of so much. This may account for the growing wealth and wide admiration of some of our professional men whose utmost knowledge has been "picked up," and whose success may be more due to the ignorance of the masses who applaud and pay them, and with whom their brass passes for pure gold, than to their own native genius for aught save impudence. The remedy in either case should be *knowledge and refinement*, as widely disseminated as mind.

Wisdom will annihilate the quackery of the mountebank and the gullibility of his dupes. We would not have fewer persons liberally educated, as the example of these lawyers to whom we have referred might imply. No,—we would have the number increased till it should include at least all those whose native mental qualities promise success even without the higher advantages of systematic culture. If there be anything in our systems of education that cramps and limits and cripples mind, we would have it removed, that the whole nature, physical, intellectual and moral, of each man might be completely and gracefully unfolded. We do not believe there is necessary incompatibility between regular education and professional or business success. A man is not less a man, nor a lawyer less a lawyer, nor a doctor less a doctor, because, to the powers God gave him, he has superadded the advantages of a careful culture. Who does

not believe that the successful, but irregularly educated lawyers mentioned above, would have attained a nobler success could they have enjoyed those college facilities which seem, comparatively, of so little use to their liberally educated associates? And, deducting from these last, who are respectable though not brilliant lawyers, what regular education has done for them, who can tell the measurable depths of their stupidity and imbecility. We would not wish to utter one word to the disrespect of the legal or the medical profession. They are professions that can not be honorably filled without talent and culture—culture too, that has cost hard, unremitting application for months and years, and to be continued through the entire course or current practice, whether with clients or patients.

Teachers may be judged as the members of other professions are. Regularly educated teachers who have enjoyed a thorough classical course and the professional instruction of the Normal school, may fail in the practical duties of the school-room, though all other things being equal, the best educated will be the most successful in imparting knowledge to children; for, as one has beautifully said, "It is the heavily laden bough that stoops low enough for the hands of little children to pluck the fruit." The German is wise in employing the deeply learned in teaching even the infant mind. It is but reasonable to believe that he will be the better teacher who has learned not only *what to teach*, but *how to teach it*.

A young man or woman who has few or none of the elements of educational success; who has no adequate sense of the good he may do; who can not estimate with a good degree of correctness, the character of those about him; whose manners are vulgar and outlandish; whose spirit is arbitrary and overbearing; who has a low and careless sense of order and harmony; whose health is shattered, whose habits are base, and whose dress is slovenly; who does not respect himself, and can not inspire respect in others, will fail even with the best professional culture. He may go to a Normal school and attend all the institutes within a week's ride, but if he

mend not his health, his manners and his morals, he will surely fail of eminent success. A dozen such teachers in a county might afford a very unfavorable basis of comparison with another dozen of true and earnest teachers who perhaps never experienced the practical benefits of Normal instruction. These last are they who should have been sent up to New Britain and not the others. There are too many school-keepers and too few teachers. A few of the latter find employment and succeed. They are willing to pay the price of knowledge and fitness to teach, in self-denying toil, whether in Normal school or out, and they therefore deserve well of the community. Could our State Normal school be always filled with such pupils only, as we hope it now is, we should not hear such unwarrantable and unjust remarks as that of judge D., "I would as soon have a teacher from the State Reform school as from the State Normal school." We envy neither the head nor the heart that could prompt such a remark. When committees approbate only the mere intellectual and moral young men and women from the several towns for seats in the Normal school, all such thoughtless remarks will cease.

Before the acting visitor puts his name to a certificate recommending a person to this institution, he should ask himself some such questions as these: Has the candidate mind? Has he the adequate preparatory knowledge? Is he gentlemanly? Is he apt to teach? Is he free from dangerous or debasing habits? Has he had ample experience to test his native fitness for the duties of an instructor and disciplinarian? Such questions in relation to each male applicant, and similar in case of each female, should be carefully used in canvassing the claims of the individual, and a decision should be conscientiously given, regardless of all local or personal considerations. Too weighty interests are involved to be set aside for slight cause. With faithful, thorough and earnest teachers, our Normal school should be the pride of our State and a source of blessing to every school within its borders, and not a few beyond. In some sense it is already so. The better class of teachers, who have gone

forth from this institution, have helped to elevate the standard of school instruction, and to-day they are doing more than at any former time in this good work. Let caviling growlers cast aside their prejudices and lend good-natured sympathy and kindly coöperation to the Normal school and the teachers it graduates, and school-quacks—the most dangerous of all empirics, because their dupes are artless children—will become an extinct race. Let parents send up the intellectual germs of their families who have all the needed qualities of mind and heart, and they need not fear but they will be returned “polished after the similitude of a palace.” Let school visitors be very careful in their recommendations of pupils, lest they perpetrate an outrage upon the bounty of the State and an insult upon the officers of the Normal school.

PHYSICAL EDUCATION.

FOR several months a novel professorship has been in operation in Amherst college which it would seem, must find its parallel in all our higher educational institutions in the “good time coming.” Its object is the maintenance of a definite and rational system of physical culture, founded in right philosophy and modified by principles, widely acknowledged by the more enlightened physiologists, which are destined to introduce and promote a “muscular reform” that in its ultimate results shall be no less beneficial to mind and morals than to body. Most genial and beneficent changes are already apparent from this new step in physical culture. It is a good movement, in the right direction, and receives, as might have been anticipated, the warm approval of all wise friends of right education. The incumbent of the new professorship is Dr. John W. Hooker, a graduate of Yale, and a son of Prof. Worthington Hooker, of Yale Faculty, and a thoroughly accomplished and worthy young man. He has entered upon his duties with an enlightened zeal that, while it does honor to his head and heart, promises a large

measure of success. We rejoice in every new and judicious movement in this direction. Under such a training, physical and intellectual hygiene must advance together, physical and intellectual vigor rising in equal ratio.

It will require but little thought to perceive also that general quiet and order will be promoted by spending in these energetic exercises, those exuberant spirits which have too often found an outlet in deeds of rowdiness or violence.

We present below a cheering account of Dr. Hooker's labors, extracted from the *Congregationalist's* description of his system of "regular academic exercises."

"The roll is called at the commencement of each exercise. Absences are marked and reported, and deportment is registered, and enters into the rank just as at prayers and recitations. This plan alone, it will at once be perceived, can bring all the students within the sphere of its influence. Any merely voluntary system will fail to reach the very men, who most imperatively need the benefit of it. And contrary to the common opinion (which doubtless is, that compulsory exercises must needs be reluctant, and, therefore, unprofitable, as well as unpleasant,) those exercises have hitherto proved far more popular and attractive than any other. Each class comes in after an hour spent in recitation, hungry for exercise, with an appetite and a relish for it, equal to that with which they go to their meals. Having divested themselves in the dressing-room of boots and outer garments, and put on slippers and gymnastic regimentals, (which hereafter are to be stout pants and woolen shirts, in uniform,) they march in line to the beat of the drum, into the upper hall. The professor, from his *suggestus*, in the middle of the room, calls the roll. The officers of the division stand forth with due obeisance to the commander-in-chief, and form their men in rank and file, at such distances as to afford room to each man for the first exercise. Perchance, it is with long poles. They have already armed themselves with these, in anticipation, at the command of their officers. And now they go through with a military drill, ordering, presenting and grounding arms, like the modern soldier with his gun, or, like the ancient, with his spear, arraying their arms like a solid wall, and alternately advancing with a rush to the shock, and then falling back with spears still set, and fronts still firm against the enemy. Or, perhaps, they file off in divisions, and march

and countermarch, and perform every variety of military evolutions under the command of their respective officers.

"This exercise ended, they deposit their poles in the arsenal, all still in military order, and at the word of command, and take up Indian clubs or dumb-bells, and marching back to their places, move them in every conceivable direction, at the same time shouting *one, two, three*, at the top of their voice, in concert with their leader, thus giving exercise to the vocal organs at the same time with every muscle of their body. And now, perhaps, they lay down their clubs and dumb-bells, and perform a variety of genuflections and prostrations on the floor, with more than Mohammedan zeal, or down on all fours, play at leap-frog, and put themselves in every conceivable and inconceivable attitude, till, in spite of themselves, every man of them is in a roar of laughter. Then breaking into smaller squads, or every man on his own hook, they chase each other along the parallel bars and horizontal ladders; run up and down inclined planes; bound over horses from spring-boards; turn summersets on swings; mount up to the roof on a series of parallel spring-bars, as if by magic; and by magic come down again unhurt; and when they have gone through with these evolutions, and others too numerous to mention, (not all in every half hour, of course, but always enough to touch every minute muscle in the most hidden recesses of the frame, and to call forth a gush of life and joy from the darkest and deepest fountains of the soul,) after all this apparent medley of confusion, enough to distract almost as much as it amuses the lookers-on, they are all brought up standing at the expiration of the half-hour, like the singers at the end of one of the old-fashioned fugue tunes, and sent away to their meals or their studies, as the case may be, with an appetite to relish, and a stomach to digest, without difficulty or danger, classics or mathematics, physics or metaphysics, beef-steak or roast-pig, mince pies or plum-puddings.

"RESULTS. The results must be given in few words. Thus far, every student (one of the professors tells us that he has not met with the first exception) likes it, and feels that it does him good in body, soul, and spirit. Many have been surprised to find that they have gained so much flesh—five, ten, fifteen pounds—in the course of the term. Not a few (and those by no means inferior scholars) look with satisfaction on the muscle they have developed. All have gained in health, strength, and spirits. The first individual who has suffered any injury from the exercise remains yet to be discovered.

"Nor is the good effect confined to the body. The intellect is clearer, and has a stronger tone. The appetites and passions are brought out of that morbid state which results from a feeble or diseased body, and put to work or play in their normal state, and within their legitimate sphere. The animal spirits find scope in these manly exercises, instead of finding vent in petty tricks, or breaking out in acts of violence. There have been no outbreaks of violence the last term—almost no public damages. Unusual quiet reigns in the halls and in the recitation rooms. In short, the system seems to have been no less conducive to the intellectual and moral, than to the physical health of the institution."

THE RULE OF KINDNESS.

NOTWITHSTANDING abundant lamentations over the decay of the "Good old Times" which serve a certain purpose in the balance of affairs, as an offset to the excessive glorification of "this wonderful age," we are not disposed to murmur at the tendency to humanize the relation between pupil and teacher, which seems to mark the progress of these latter years. If we are getting "fast" in some directions, it is not so here. New incentives to industry and good behavior, have greatly favored the maturing of birch and hickory, so that the groves in the neighborhood of school-houses have lost that straggling, hen-pecked look which they used to wear. A new set of qualifications for the honor of a diploma have quite abolished that exciting spectacle of a big boy's graduation with a school-master under his arm, daintily persuaded to take an airing, by the hair of his head. A youth may now attend school even after he is able to "thresh the master," if his other qualifications are not up to the standard of finished scholarship. And knowledge, somehow may be made to percolate through thick skulls without the rather summary process of breaking them, which was so popular of old.

Something of the economy practiced at "Dotheboy's Hall," may have survived the wreck of birches and the crash of skulls, but it is submitted to in a very grumbling way;

and rebellious young starlings find open sympathy at home with their secret mutterings at the school, where such practical lessons prevail.

It is very certain from what has gone under, and the spirit which is evoked by abuses still afloat, that the era of Children's Rights has dawned upon this world, and that the cracks in the school-house shutters, though no wider than were once maintained in the floors, are sufficient to let in its light.

Great brawny limbs, broad shoulders and a very "stiff upper lip," are no doubt fine points to be observed in selecting a teacher for our active youth, but they are not the first points, nor the most essential. The man should be broad-breasted from the swell of a big heart, strong-limbed from mastery in all athletic exercises, and firm in the calm plenitude of moral power and the deep sense of a loving duty to perform,—who undertakes the management of young immortals in these critical years. His knowledge should be something more than the utmost familiarity with the studies pursued, and the completest facility in imparting what he knows in that department,—he must know enough of our multiform human nature, to catch the differing moods of his scholars, their peculiarities and several needs, and not to commit the folly of rearing chickens in a pond, as if they were ducks. The want of such knowledge in the teacher has cost many a cudgeling to the pupils who, as a general thing, are far from deficient in the faculty of human nature. The little scape graces are only too sharp in detecting the weak spot in a teacher's head, if he has not the skill to come early at the soft spots in their hearts.

There is some appeal which will reach every mind without the intervention of a rod, and time and patience will detect the way, if love dictates the search. But when parents send ungoverned young rebels to school after having fitted them up for the penitentiary, they ought to furnish a few more days in the week and an ample extra salary to the teacher whose proper vocation is to teach, not to fight,—to instruct youth more or less apt, not to subdue felons more or less

hardened. The same law of kindness which operates readily with the ordinary pupil, is applicable not only to the most stubborn and refractory, but to the very brutes themselves. It is only a question of time and patience, if one has any tact to manage them. But the brute has as good a claim to the privileges of the school-room as the incorrigible boy, and both should be handed over to their several Rareys before their evil communications have corrupted the good manners of the well-disposed. Lions and lambs may be made to lie down together, but if it is not to be both under one skin, their training will need to be very different. The rule which is made to apply to both will prove very dangerous to the one or very ineffectual to the other.

We have no right to subject a company of even decent boys and girls to the discipline necessary for the one or two "hard cases" to be found in most communities, nor even to the sight of it. If they are to be garnished with stripes, let their legal guardians adorn them to their own taste, in a private way, not before a score of sensitive children, who could only be shocked or hardened by the spectacle. More vividly than any *lessons* ever taught by the brutal master, will be remembered the displays of his barbarity, by those who were their witnesses, while their subjects will often carry a life-long hatred of the conqueror, a black scar on the very soul which all the years will not efface.

The teacher who can not make friends of his pupils, has either mistaken his vocation or fallen on hard ground; in either case it were wise to withdraw and make room for a kindly instructor, or a faithful missionary, as the condition of things might require.

THE SYMPATHIES OF KNOWLEDGE AND GREATNESS.

WE once knew a youth, in one of the rural districts, of fair intellect, and not devoid of some ambition to shine, who on the demise of his father, found himself possessed of a handsome fortune and two years of leisure before his major-

ity. We advised him to employ the time in some good seminary, to the general improvement of his mind before he should be compelled by circumstances to attend to the improvement of his farms. "Oh no," he replied, with such an air of generous condescension towards his poor benighted neighbors, that he seemed then and there to enter them on his books "Doctors of eternal gratitude for the kindness—" "No; I expect to spend my days right here, among *these people*, you know, and I don't want to do anything that would carry me out of their sphere and sympathies."

It *would* be a pity to know too much to enjoy the society of common people, certainly; and the knowledge which makes others less interesting, and ourselves worse neighbors, would hardly be worth two years of study and *income* to the young man who "might be, you know, if he would." But our friend of the rural district made precisely the capital mistake which many and greater men have made before, in supposing that the more a man is individually, the less he becomes socially, the greater his mind, the less his sympathies,—a notion fostered by some unhappy genius with no fellowship among mankind, and no button on his shirt-collar, seated aloft on the cold crags of his egotism, and wailing out his superior soul for the pity and admiration of the very groundlings he affects to despise. He is wrong and they are all wrong. His painful isolation of genius, is mere gin and water, their unsocial knowledge is a natural want of geniality, and my rural friends's disease was mental laziness.

Thus, under one disguise and another, the specious lie is nursed, and wisdom is defrauded of her dues.

So far from being the enemy of society, true knowledge is a living fountain of sympathies, that, the higher it leaps into the regions of pure air, the wider it scatters the refreshing showers, and is welcomed by a broader circle of renewed and humble greenness. He who has but one room can respectably lodge but one friend, but the house of many apartments is the recipient of many guests.

A brain well stored, like a well filled larder, has a delicacy for every taste; while the poor wit, replenished with one or

two poor thoughts only, can do no more than serve up its grand variety of "fish and potatoe" "potatoe and fish," and "cold cod."

Knowledge never removes one from sympathy with anything humanly worthy, in however humble a sphere. From baseness and vulgarity, vice and unclean fancies, all fit education does tend to remove you, and shield you with a quicker feeling of disgust; and it is the glory of knowledge that it does so, and a double disgrace to the learned if it fail to do it. But the lowest office is invested with new interest by the mind which can analyze the material it works in. You are not less but more prepared to meet the coal-digger in a kindly chat, for knowing that in the dark storehouse he is unpacking the garnered sunshine of long gone ages, the treasured vegetation of a former world, laid by for the inevitable wants of this. You have closer sympathies with the hod-carrier for being able to trace the genealogy of his lime and sand to the world-crushing forces of fire and frost, and earthquake spasms, that ground his material from the ribs of treeless continents; and to the millions of minute workers who bone by bone, built up with their tiny skeletons the gigantic beds of lime-rock, to be the cement of a new world's cities, cots and palaces.

The stone-cutter finds strange figures and traces in the solid rock; and if not a Hugh Miller himself, he will be very glad to find one in you; and will not discover in his simplicity, that you are a whit the less companionable for being able to show him there the very fishes and reptiles that made earth crawl and quiver with life uncounted ages ago. Aye, the hand that hews will get a new vigor for its work in the new interest which a little knowledge can impart, which will at once put to the blush my rural friend, with his self-sacrifice, and his great abettors with their wonderful self-conceit.

You may easily believe that even if the apprehension were well founded the opportunities and capacities of most of us would not make the pursuit of knowledge alarming to the conservators of our social interests. Were exceeding wis-

dom really the sad eremite he fancied, our young friend could have prudently ventured into her courts for a little while, and still have hoped to come down to the comprehension of common minds.

Wordsworth, though reputed to be the greatest poet of the nineteenth century, we are assured on the authority of an old peasant woman, "Could talk real sensible like," and a certain stage-driver in New Hampshire who had the pleasure of "footing it" up some of his grand old hills with Agassiz and his fellow professors, assured a brother whip "that they were right smart chaps," and he "believed they called 'em *naturals*."

When a man can not reach the sympathies of children and the unlearned, it is not too much knowledge that hinders, but the utter ignorance of what to do with the little he has. His wits are put up like an automologist's bugs with Latin labels, and knowing their names so well himself, he forgets to translate them. Hobnail knows the bug by sight as well as he, but described in that awful terminology of pedantic science, even *pillularius* goes by, as a rare, astonishing exotic, unknown to Hobnail who can only hold his nose and wonder how the thing "came to smell so like a tumble-bug.

As with knowledge, so with all progressive greatness, which follows the true symmetry of nature. Thought by thought, force by force, the growing man expands, but ever is broadening the base of his greatness as he rises by slow increase to the regal heights of his being. His growth is pyramidal not columnar.

True greatness is the focal point of all below it, the concentrated sympathies of many common minds in one surpassing mind. Its foundation spreads wider and wider as its apex climbs higher and higher. From the deep, wide basis of our common humanity, a myriad of lines concentrated with the lightening of a myriad new sympathies in one glowing point, which because it is higher than all around it, comprehends all. The great man will perhaps have nothing which may not be found in the thousands of little men

about him. It is not that a new element has been introduced to exalt him, but that in him the scattered fragments of human excellence incarnated in many, are combined and intensified in one.

Shakspeare expresses not only the improved jurist king, bishop and philosopher, but in him the wag, the clown, the very fool and underling, are more perfectly uttered than they could utter themselves. Every inch of his stature that reaches above the common mind, puts him in more intimate relations with a wider brotherhood. No woman can be more womanly than he, no monarch more regal, no roysterer more uprorious and merry. The scattered rays of genius, skill, thought, passion and poetry, are centered in one burning core of life and soul, and thus "Will the Wizzard" is immortal just because he is so many less men all in one.

There is no greatness, verily human, which can escape the human basis, high as ever it may soar into the divinest altitudes of being.

It is not improbable that human perfection exists now diffused and scattered over all humanity, and when it shall be incarnated in a single form,—if ever it may be,—that he who bears it will be the best brother of all, the nearest and dearest companion of all. As the progressive mind takes up one after another of these divorced virtues and excellencies, he takes with them the threads of new relationship with more and more of the great brotherhood of man.

With him who has but one point of sympathy to-youward, you are no *less* related because you have a thousand points which take electric pulses from a thousand souls. It is true you carry a large share of your whole being out of his sphere, but it is also true that the very relationship, your lesser being held to him, is greater by your growth, and each little soul that touches you at a single point is richer for all your wealth. When you pass forward to reading, you do not ignore the alphabet; when you advance to the higher mathematics you do not drop the primary rules, but on the ever broadening foundation of first principles, build the immovable structure of your greatness.

OUR PROTECTORS.

It must have been said many times,—if not it is time it began to be said,—that the best fortresses and arsenals of a free people are its school-houses and libraries. Books are better than bombs, and the drill of the school classes more efficient for the protection of our liberties than the noisy military drill.

Say, if you will, that an appeal to the sword is sometimes necessary to establish the rights of a people, yet this is forever true, that popular rights were never so far invaded in a well constituted government as to require the arbitration of the sword till ignorance and corruption had many times been permitted to outnumber virtue and intelligence. The problem in all governments is how to get the best man into the first place, and the right man in the right place. To do this we must not only have the high moral culture which can recognize the best when it sees it, but also the intelligence necessary to the adjustment of right men to right places. All excellence is not excellent for everything. There must be selection, even among the very good, to ensure that fitness which is essential to all good "cabinet" work from a milking stool to a chair of state.

It is a mere truism to say that the ignorant are not qualified to make such nice selections as the true interests of government demand. The hod-carrier and the farmer, honorable in their places, and even experts in their proper vocations, are *not* competent to select those rare works of art wherewith wealth would adorn its palaces, nor to choose from the great masses of literature, foreign and domestic, the fittest studies for a growing genius. But thousands venture not to express a doubt of the ample qualifications of utter ignoramus for the responsible duties of popular sovereignty; and in all lands demagogues very much prefer that a goodly minority, at least, of their constituents, should be untrammelled by any such inconvenient and unmanageable possession as *General Information*. That is an officer not desired in the

"wigwams" and "cabins" of the "unterrified" and "unwashed."

If the enemies of free institutions have need of allies, be sure they will not seek them among the graduates of our High Schools; nor even among those to whom our primary institutions have opened the doors of knowledge.

The presence of full grown men who can neither read nor write in their own mother tongue, is precisely the most dangerous element that a constitutional government can have within it; for, happily, educated and competent *knaves* will forever be in a small minority where knowledge is diffused. It takes a fool to give any efficiency and force to one rascal in political affairs. It follows that the only safeguards to our government are the school-house and the printing-press. Let their influence be universal and the reign of rogues will cease, if it ever begins; relax their better influence and anarchy will grow and ripen into ruin.

OFFICIAL DEPARTMENT.

ANSWER TO QUESTIONS ON THE SCHOOL LAWS.

QUESTION No. 6. "Have towns any power, after having appointed a full Board of School Visitors, to vest any of their powers and duties in a special committee subsequently appointed?"

ANSWER. The powers and duties of towns, which relate to common schools, exist by virtue of the school law of 1856 and subsequent enactments. These acts make it the duty of towns to provide for the support of common schools; and (chap. II., sec. 4, page 13 of compilation of 1860,) give to towns "power to establish and maintain common schools of different grades within their limits; to purchase, receive and hold any real and personal property for school purposes, and to convey the same; to build and repair school-houses; to lay taxes and to make all lawful contracts, and to adopt all lawful regulations and measures for the education of the

children of the town." The law then states how this power shall be exercised. It provides that the selectmen "shall have the general care and management of any property or funds appertaining to schools and belonging to the town; shall settle and describe boundary lines of school districts," &c. It provides for the organization of school districts possessing certain specified powers, and with other provisions, specifies, (chap. ii., sect. 1, page 13,) that "a Board of School Visitors shall be elected by ballot in every town at the next annual meeting after the passage of this act, which shall consist of three, six, or nine members." Section second of the same chapter, provides for filling vacancies in the Board.

The number of school visitors is thus limited, and I know of no provision of the law which allows towns to increase it.

The powers and duties of school visitors are chiefly supervisory. They are the guardians of the common schools of the State, and, as such, have important interests committed to them, solely, which no act of the legislature or decision of the courts, so far as I can learn, has ever transferred or permitted to be transferred to others.

The Board of School Visitors (chap. iii., sect. 20) are directed, in certain circumstances, to fix the site of a school-house; (chap. iii., sect. 27,) to approve of the plans for new school-houses, and (chap. iii., sect. 28,) to approve of school-houses and out-buildings.

By chap. iv., they are authorized and directed to receive the returns from the district committee; to make out certificates to the comptroller; to draw orders for the payment of school money, and to act with the selectmen, as a board of exemption for the abatement of rate-bills, and as a board for the distribution of the town school tax.

By chap. v., sect. 1, page 31, they are directed to prescribe rules, &c., for the schools; to examine all the teachers; to visit all the common schools; to examine matters touching the school-house, library, studies, discipline, mode of teaching, and improvement of the school; and to make a full annual report to the superintendent of common schools.

It is my opinion that none of the above duties and powers

can be vested by a town in a special committee; and that no school not under the control and supervision of the Board of Visitors, is entitled to any money appropriated by law to common schools.

By the school laws, chap. v., sect. 5, provision is made, that whenever a common school of a higher grade shall be established and maintained by any town, such school shall be subject to the management of the Board of Visitors, unless otherwise directed by the town.

The law in previous sections and chapters, has directed the selectmen to "have the general care and management of any property or funds appertaining to schools and belonging to the town; "to collect and receive money for the use of schools and pay the same to the treasurer of the town;" it has authorized the school visitor to examine teachers, visit schools, prescribe rules, regulations, studies, &c., for all the schools; but it has not provided for the employment and payment of teachers for the town High School, or authorized any town officers to do the same, or to procure rooms, furnish the same, or, in short, no distinct provision is made for the general management or financial arrangements of such school, except in this section.

In the case of district schools of all grades, the law directs the district committee, "unless otherwise directed by the district," to provide rooms, fuel, teachers, &c. In the case of towns, there being no corresponding town committees, it provides that the management of the High School shall be in the hands of the Board of Visitors, "unless otherwise directed by the town." I understand this section, (sect. 5 of chap. v.) to provide for the performance of these corresponding duties, by school visitors instead of a committee, if the town does not otherwise direct or provide for the same. This part of the School Visitor's duties and powers, I suppose may be vested in a special committee either before or after the School Visitors are appointed, but such committee has, I think, no power or authority to discharge the regular duties of School Visitors.

This law is precisely the same in language as the law under school societies, except the word "towns" has been substituted for "school societies." In its operation for twenty years, I believe there has been no instance of a practice different from that indicated in the foregoing.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, March 15, 1861.

Resident Editor's Department.

For the Common School Journal.

COUNTRY SCHOOLS.

A GREAT deal has recently been said about the noble efforts of our cities and larger villages for the improvement of their schools. We have heard of that large-hearted munificence, by means of which beautiful and convenient structures have been erected for school purposes, and furnished with all needed appliances. We have been told of the talented teachers, whose services have been secured; of the excellent graded schools which were models of their kind; of the warm-hearted interest of parents, and of the bright future which awaited the young minds so richly blest. Now, we rejoice in all this and hail it as a token of the dawning of better days. We are truly glad that our populous districts have so many generous friends of education in their midst, and that such good schools have been established.

But, while we are willing to concede to our cities and villages all due credit, we must contend that from *the country schools* spring influences deeper, broader, and far more potent in their character. And it is to arouse the teachers of such schools to a more living sense of the grandeur of their work, that we write this essay.

We are ourselves a country teacher,—and in common

with many others, have sometimes felt that our work, so humble in comparison with more noted schools and so secluded in its character, could have no influence in the busy world around us. But this is not so. It is true that such a teacher may not occupy so prominent a position; he may not achieve so high a reputation for wisdom and sagacity in his profession,—and yet his sphere of duty, though it be in the farthest backwoods district, is a noble one. From it may go forth trumpet-toned voices which shall speak to coming generations of his faithfulness or neglect. The seed sown in solitude and tears, may sometime wield a wondrous power.

The whole history of the past shows that our great men,—men who have moved nations with their power, or achieved the highest places in literary or social eminence,—have almost always sprung from the country. The merchant-princes of our great cities, the gifted orators who thrill us with their eloquence, the popular authors who speak to millions through their works, may often be traced back to some obscure country cottage. That little brown house away back under the hill will be far more likely to send forth its Webster or its Prescott, than will the most splendid palace of a "Fifth Avenue." Yonder unpretending school-room may help to educate a Washington. That group of bare-footed urchins and plainly-dressed girls, who assembled from day to day with sun-browned faces, and patched clothes, may yet influence a nation.

Go where you will, over the rugged hills and valleys of New England, and there is scarce a spot but what boasts its distinguished name. Every mountain-top has hallowed memories, and every vale its scroll of fame. We might illustrate by numberless instances, but one or two from our own immediate neighborhood will suffice.

In a retired corner of the quiet parish of Westford, Windham county, Conn., was born ELIPHALET NOTT, who so long and faithfully has presided over Union College. Rough hills, and rocky valleys, and quiet farm-houses, mark the scenery amid which were passed the early years of this strong mind, which has since left such lasting impressions upon thousands.

Only three or four miles from the birth place of the Rev. Dr. Nott, a grassy road winds up the side of a long hill. It is one of those country roads, over which the passage of a wagon is a great event. An old forest spreads along the slope, and hardly any hum from the busy world reaches this secluded retreat. A low, brown house, now uninhabited, stands a little on one side. It is the birth-place of JARED SPARKS, in Willington. Over these same rough hills he gamboled when a boy, and from a school near by received his early education.

Fellow teacher, it is such as these that you may have unconsciously under your care to-day. Take courage, then, though your work may seem very humble. In that little red school-house in the corner, you may help educate a Sparks or a Nott. No one can tell how much influence the unknown teacher of these young minds may have had on their after course. Certain it is that the "bone and sinew" of our future society depends upon the *country district school*, in a great degree.

Thus, very hastily and imperfectly, have we tried to show the great importance of our *little back district schools*. Much more might be said, but we forbear lest our communication should assume undue length. If anything which we have written shall incite others to express their views, or awaken more interest in the subject, our effort will not have been in vain.

S. J. W.

WESTFORD.

For the Common School Journal.

LOVE.

"THE management of children requires patience, love, and a complete devotion to our charge; and to see all this dedicated to us through long years, touches the softest and tenderest string in the bosom of man. But the measure of our gratitude is proportioned to the degree of love with which the task was performed. Many people who are about child-

ren do their duty, but their heart is not in it,—and the child soon perceives the difference.”

Letters William von Humboldt.

Oh, sing not Love in lady's bower,
Though that may be a dainty flower,
But Love that walks, all meek and low,
Where haughty Pride deigns not to go.

Where duty's guiding star hath shone,
Love is content to move unknown.
Love for herself hath not one thought;
She envieth not the worldling's lot.

She is all blessing, and all blest,
No care she knoweth and no rest;
The world's more good and pure for her,
And all things holy minister

To such as glad allegiance give
Unto sweet Love, and for her live;
Who loveth much hath much forgiv'n
Who loveth most, is nearest Heaven.

Love seeketh first the weak one's side,
The poor in loneliness who bide,
And life seems brighter to them now,
And sad looks flee the care-worn brow.

But Love doth most the children bless;
She guides them with all tenderness,
Where flowers bloom and bird-songs ring,
And healthful founts of knowledge spring.

She checks the wayward, Anger flies!
One look, and raging Passion dies!
The mind yields to her magic sway,
And Wisdom followeth in her way.

Oh Love, impart thy gift to me!
Give me to live and walk with thee!
Throw round my heart thy magic charm,
Thy talisman that shields from harm!

Then without weariness or fear,
I'll lead the little flock so dear,
Knowing, if Love before me trod,
My way must lead to Truth and God.

J. G. E.

LITTLE ELLEN'S OBEDIENCE.

LITTLE Ellen had a pretty white dog, named Fido, that she loved very much. She would play with him for hours, and was very careful that nothing should harm him. One day her mother wished to visit a neighbour, and fearing that Ellen, who was a very little girl, might go too near the stove, or meet with some other accident, if left alone in the house, told her to take Fido and play in the front yard until she returned. She had been gone but a short time, when a large dog came by the gate and turned into the house, through the kitchen door, which stood open. Fido ran in, too, that he might have a frolic, but the large dog bit him and chased him about the kitchen, while poor Fido tried to get away, and yelped to his little mistress to come to his help.

Little Ellen looked on in great distress, wishing to save her play-fellow, but did not venture into the house. Soon some children going home from school passed by and told Ellen that if she would go with them they would help her to get Fido away from the great dog. But Ellen said,

"No, mother told me to stay out here, and I can not go in."

The children urged that when her dog was in such danger her mother would not care if she did go in "just for a moment, and came right out again." No; Ellen stood firm:

"Mother said *stay here*, and I can not disobey her."

While they were talking about it, some men came hastily into the yard, and asked if they had seen a great dog go by. Hearing that he was in the house, they went in and killed him, for the *dog was mad*, and had bitten many cattle before he reached Ellen's home. It was found that he had killed poor Fido. He would have bitten Ellen also, if she had not obeyed her mother's wish as well as her command, and she would have died of a dreadful disease soon after.

Dear children, do you always obey your mother implicitly?

MISCELLANY.

DERIVATION OF WORDS.

It is instructive and amusing to trace the derivation of words; the names which appear totally without meaning, have thus been found, in a remarkable manner, appropriate to the objects to which they were affixed. Signs once so common in our towns, by the explanation of a single word, have been restored to their original lucidity—the discovery of the origin of a word has revealed the hidden meaning of an inscription, which hitherto had eluded all inquiry. Seeking for the derivation of words would be a good exercise for young people. Among a variety of derivations, we have met with the following, which may not be unacceptable to some of our readers:

The title *Duke* comes from the Latin *Dux*, a captain or leader.

The word *Cubit* is derived from *Cubitus*, the elbow; it is the measure from the tip of the elbow to the tip of the middle finger, and is generally reckoned at one foot and a half, or eighteen inches; though we find from some measurements at the pyramids of Egypt, that the cubit was, at least, twenty-one inches.

The *Pupil* of the eye is derived from *Pupillus*, a little child; from *Pupus*, a doll, as the image in the eye resembles such.

Africa is taken from a Punic word which signifies corn, and was applied by the Romans to those northern districts, now Tripoli and Tunis, which constituted their granary.

The color of its inhabitants gave the name to *Æthiopia*, which means "the land of the sunburnt countenances."

The origin of the word *Buccaneers* is curious. The prisoners captured by the Tupinambus (a cannibal tribe) who were wounded mortally, were killed and cut in pieces by their captors. Four forked stakes were driven into the ground, sticks were laid across, and on these the flesh was dried. The wooden frame was called the *Boucan*, and from hence, food smoked and dried thus, was said to be bucaned, and from this originated the name of the formidable race of freebooters, the scourge for such a length of time of the Spaniards in South America.

The word *Pacha* is a compound word, *Pai-shah*, in Persian, i. e. the Shah's foot. Cyrus called his officers of state, his feet, hands, eyes and ears, as recorded by Xenophon, which points out at once how this term originated.

Pecunia is a word derived from *Pecus*, cattle, which were used for all purposes of commerce, before silver and gold were used.

The term *Chattel* came from *Catal*, substances of any kind; originally from *Cattle*, which in former times were the chief part of possessions, and were moveable property.

Pavilion is derived from *Papilio*, a butterfly, because tents when pitched and spread out have a resemblance to the form of those creatures.

The word *Wicked*, comes from the Anglo-Saxon word, *Wicea*, a witch, to act by witchcraft.

Vestry had its origin in *Vestiarium*, which came from *Vestis*, garments; from *Vestio*, I clothe; so that it came to signify the place where sacerdotal robes are kept.

The word *Providence* is compounded of *Pro*, before, and *Video*, to see.

Righteousness has come from *Right-wiseness*, taken from an Anglo-Saxon word which signifies justice, right.

The word which has been translated *Babbler*, in the Scriptures, signifies in the original, a collection of seeds; and is, in fact, the name of a small bird that lives by picking up seeds on the road; from hence the term came to be applied to those persons who collected at random the sayings of others, and scattered them among their companions.

Many of our articles of dress and pieces of furniture took their name from their inventors, and the names of the inventors may be lost, and with them the derivation of the words which designate various things in common. We all know that the *Spenser*, so long the fashion, was first worn by Lord Spenser, whose name it went by. The *Doyley*, in such common use, owes both its introduction and its name to Sir John D'Oyley. The *Mackintosh* has borne the name of its original inventor, and so on of a vast number of articles.

Affirmation to the truth of anything communicated in former times, was expressed by you, or ye, say, which we conjecture to have been the origin of our affirmative *yes* and *aye*—*yes*, *aye*, coming very close to *ye say*.—*Selected*.

THE ENGLISH LANGUAGE.

FEW of our readers are perhaps aware of the great changes which have taken place in our language since its formation. We give below specimens of the Lord's Prayer, at different periods:

1300. Fader our in hevene, Hallewed be thi name come thi

name come thy kingdam, Thi will be don as in hevene and in earth, Our uche dayes bred gives us to-day, And forgive our dettes, as we forgiven our detteoures, And lede us not into temptatioun, Bote delyvere us of yvel. Amen.

1379. (Wickliffe's Bible.) Our fadyr that art in heavenes, Halloed be thy name, Thy kingdom come to, Be thy will done in erthe as in hevene, Give to us this day our bread over other substances; And forgif to us our dettes as we forgivenn to our detters, and leed us not into temptation; But deliver us from evel. Amen.

1526. (Tindal's Testament.) O oure father which art in heven, halowed be thy name. Let thy kingdom come. Thy will be fulfilled as well in erthe as hit ys in heven. Give ys daye our daily breade, And forgeve ys oure tresspasses, even as we forgeve them which trespas ys. Leede ys not into temptation, but deliver ys from yvell. Amen.

1589. (Coverdale's Bible.) Our father which art in heaven, halowed be thy name. Thy kingdom come. Thy will be done even in earth as it is in heaven. Give us this day our daily bread. And forgive us dettes as we also forgive our detters. And lead us not into temptation, but deliver us from euil; for thine is the kingdom and the power and the glorie for euer. Amen.

Our young friends will see from the above that a living, that is, a spoken language, is a growing language, and is constantly changing; so that we of this age can scarcely read the English of a few ages ago; so that if the Bible had been given at first in English, (had that been possible,) it would now be as much in need of translation as the Hebrew or the Greek. There is this advantage also in the Bible's having been written in Hebrew and Greek. These languages reached their perfection as living languages, and then when they died, or ceased to be spoken, they became fixed and changeless in form and meaning, just like those shells, fishes and plants which were imbedded ages ago in the rocks, and are now dug up and shown to us in their perfection by geologists. Everything in and about the Bible is exactly right; and the more we study it as we grow older, the more we see wisdom and goodness even in those parts and respects which in our ignorance at first puzzled us.—*Cong. Herald.*

LOCAL AND PERSONAL.

DAVID M. WARREN, Esq. The educational and book publishing world have lost a valuable man in the death of Mr. Warren. He has left a name which his published geographies will long keep alive. Perhaps the best endorsement of his abilities, as an author, is found in the fact that Brown University conferred upon him the degree of Master of Arts in appreciation of the service he had rendered to the cause of education. He was also well known as a most enterprising member of the large book concern of Cowperthwaite & Co., Philadelphia, which city was his residence. His rare genial qualities had endeared him to a host of devoted friends, and they will long in vain to have his place refilled. The disease which terminated Mr. W's. life was *aneurism*, (a leakage of the aorta,) which so far prostrated him, that when chills and fever set in, superinduced by his enfeebled condition, human skill could not avail to avert the inevitable summons of death. His last hours were soothed by the ministrations of his nearest relatives, and he now sleeps with most of his kindred in the peaceful cemetery at Worcester.

OHIO. We had marked one or two passages in Superintendent Smythe's excellent report for our pages, but want of room compels us to leave them for our next. From the report, we give the following items:

Number of white youth in the State between the ages of 5		
and 21,	- - - - -	879,212
Number of colored youth between 5 and 21,	-	13,632
“ Common Schools,	- - - - -	13,192
“ High Schools,	- . - - -	161
“ German and English,	- - - - -	72
“ Colored,	- - - - -	159
“ Youth enrolled in the schools,	- - - - -	685,177
“ Youth in average daily attendance,	- - - - -	405,592
“ Male Teachers employed,	- - - - -	10,894
“ Female Teachers employed,	- - - - -	9,837
Average wages to males—common schools,	-	\$27.81
“ “ to females—common schools,	-	\$16.25
Number of school-houses erected in 1860,	- - - - -	446
Value of “ “ “ - - -	- - -	\$341,273

MAINE. Superintendent Weston in his annual report, discusses with ability the following topics: Common Schools; Public Discussion; Educational Reading; Irregularity of Attendance; Classifica-

tion; System of Gradation; School Supervision; Health; Music; Manners and Morals; The Education of Teachers, &c. The report, as a whole, is an able one, and affords the clearest proof that the school interests of Maine are in charge of one whose knowledge, interest and zeal eminently fit him for his high trust. From the statistical summary we gather the following:

Number of children between 4 and 21 years of age,	243,376
Average number in attendance upon the schools,	110,679
Number of school-houses in the State, - - -	3,946
“ “ “ built in 1860, - - -	121
Cost of school-houses built in 1860, - - -	59,135
Number of male Teachers, - - -	2,776
“ Female Teachers, - - -	4,632

TEACHERS' INSTITUTES. Institutes will be held this spring in the following places:

CHESTER, Middlesex Co., commencing Monday evening, April 15.	
DANBURY, Fairfield Co., “ “ “ “ 22.	
NAUGATUCK, New Haven Co., “ “ “ “ 29.	
ANSONIA, New Haven Co., Wednesday, “ May 2.	

The first two will be held four days each,—the last two, two days each.

The citizens in the places named have kindly offered to furnish board to teachers who may attend,—and it is very desirable that all who can will be present at the commencement and continue till the close.

NORMAL SCHOOL. The next term will commence on Wednesday, the 17th inst., and those desirous of attending should make early application to Hon. David N. Camp, New Britain.

WEBSTER'S DICTIONARY ABROAD. Within a few weeks the publishers of Webster's Pictorial Unabridged have received orders for that work from Constantinople, Shanghai, (China.) Beirut, (Syria,) Madura, (Hindustan,) and from the Cape of Good Hope.—*Sp. Repub.*

TO CORRESPONDENTS. Two or three communications intended for this number are unavoidably crowded out. “R. H. P.” and “G.” will appear in our next. The editor for this month furnished so liberal a supply of copy that the Resident Editor has been relieved from the necessity of preparing the usual miscellany, &c.

BOOK NOTICES.

SARGEANT'S ORIGINAL DIALOGUES. A collection for School and family reading and representation. By Epes Sargent. 12mo., 336 pp. Boston: John L. Shorey.

This very attractive volume contains fifty-five well written and interesting dia-

logues, all new and all well adapted to school use. The introduction contains some valuable suggestions for teachers and pupils, and the volume as a whole, is one of the very best we have seen for the purpose for which it is intended. The more frequent rehearsal of dialogues in schools and families would be productive of good results. We hope this volume will tend to promote such use. [See advertisement of Mr. Shorey.]

How PLANTS GROW, a simple introduction to Structural Botany. With a popular Flora, or an Arrangement and description of common Plants, both wild and cultivated. Illustrated by 500 wood engravings. By Asa Gray. New York: Ivison & Phinney.

As the season is at hand when the interesting science of Botany may be most profitably and practically studied, we take pleasure in commending to teachers and pupils, this excellent Manual. It seem to us to be just what is needed for the school-room, and at the same time a most valuable work for the private student in Botany.

FIRST LESSONS IN BOTANY AND VEGETABLE PHYSIOLOGY, illustrated by over 300 wood engravings from original drawings, to which is added a copious Glossary or Dictionary of Botanical terms. By Asa Gray. 1 vol. 12mo., 260 pp.

MANUAL OF THE BOTANY OF THE NORTHERN UNITED STATES, including Virginia, Kentucky, and all east of the Mississippi; arranged according to the Natural system. By Asa Gray. 1 vol., 12mo. 606 pp.

These two volumes by Prof. Gray are issued by the publishers, bound in one. The first volume is intended for study by classes of Common and High Schools. The lessons are simple but sufficiently comprehensive to give the learner a good knowledge of Botany, including Vegetable Physiology, and to enable him to use the second volume or Manual, in the study of plants in the fields.

THE FIRST BOOK OF THE CONSTITUTION; A familiar Exposition of the Constitution of the United States. Designed for the use of Schools. By Farman Sheppard. 12mo. 202 pp. Philadelphia: J. B. Lippincott & Co.

The title sufficiently explains the character and object of this little Manual. Sheppard's "Constitutional Text Book," has been long and favorably known,—as an excellent text-book for Academies and higher schools. This smaller work is designed for more general use in our schools. The information it contains should be familiar to every citizen of the United States, and we see no reason why it should not be imparted in our schools. We sincerely hope the publication of this Manual may tend to secure more attention to the subjects of which it treats, in all our schools.

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